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ABSTRACT

Because not all approaches to evaluating pupil achievement evaluate in the same facets of development, many methods are necessary to assess learner achievement in the different curriculum areas of the elementary school. This paper examines methods of evaluating pupil achievement, including: work samples, checklists, rating scales, sociometric devices, teacher-pupil conferences, parent-teacher conferences, diary entries, anecdotal records, teacher-made tests (essay items, true-false items, multiple-choice items, matching items, completion items), and standardized tests. Other techniques related to pupil evaluation are self-evaluation by teachers, and formative and summative evaluation. Feedback from evaluation results need to be utilized to improve the curriculum. Improved specific objectives, learning activities, and appraised procedures selected by teachers might be a relevant end result. (LMO)

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Evaluation of Pupil Achievement

Marlow Ediger

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Evaluation of Pupil Achievement

There are many ways to assess learner achievement in the different curriculum areas of the elementary school. Not all approaches to evaluating pupil achievement evaluate in the same facets of development. For example, using sociometric devices evaluates learners in social development. It does not assess pupils in general intellectual development. A standardized achievement test evaluates pupils in growth pertaining to different curriculum areas in the elementary school. It would not evaluate personal and social development of pupils. Thus, a variety of evaluation devices must be used to assess learners intellectually, socially, emotionally, and physically.

Using Work Samples of Pupils

A very effective way of assessing pupil achievement is through the saving of work samples of pupils. These samples can be placed in a folder for each child. The work products should be dated so that comparisons may be made between and among earlier work of pupils compared to later work. Thus, the teacher, parents, and the child can notice improvement over previous attempts in school work. If a fifth grade pupil, for example, has developed a written report on "Manufacturing in Great Britain" when a unit on that country is being studied, the final product can be placed in the child's folder with the date on it. Reports that are written later can also be dated. Thus, comparisons can be made of earlier attempts at writing with later attempts. Too frequently, the teacher has felt that pupils are not achieving satisfactorily until he sees objective evidence by examining

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work products.

If pupils are giving oral reports to the class, the reports can be tape-recorded. A date can be placed on the tape which is then ultimately stored. Later tapes on pupil reports can also be dated. The teacher, parents, and the child could listen to these tapes and notice if pupils are achieving. The reports would, of course, be evaluated in terms of acceptable criteria. The objectives to be achieved by pupils in the oral reports should harmonize with the present achievement level of each child. Certainly, it is unwise teaching to expect that which pupils cannot achieve.

It would be good if more pupil products could be stored satisfactorily, than what is possible. For example, if pupils are studying a unit on "Toys Around the World," they should have ample opportunities to make accurate toys of selected nations around the world. The final products could be dated and stored. Comparisons can then be made of other constructed objects and items that pupils have completed. However, many elementary schools are overcrowded and lack the necessary space to store selected objects and items of what pupils have constructed.

Thus, work samples of pupils should be collected, dated, and stored after it has served its purpose in the teaching-learning situation. Cooperatively, those involved in evaluating pupil achievement can notice if progress is being made by learners when comparing present efforts with those of the past. Too frequently, the teacher is very close to the child on a day-to-day basis and is not aware of the small gains learners are making in the different curriculum areas of the elementary school. By making comparisons of

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each pupil's achievement, earlier efforts with later efforts, it can be noticed if a child is making progress.

Using the Checklist

Many teachers have successfully used checklists in evaluating pupil achievement. The teacher must determine which behaviors to write on the checklist. The teacher can, of course, forget what learners have achieved unless records are kept. Thus, different approaches to evaluation should be used; recording the results of the evaluation becomes important to notice patterns of learner achievement and behavior when comparisons are made from one evaluation to the next.

In the checklist the teacher needs to carefully evaluate if learners are realizing the desired goals which are stated in writing. Objective observation by the teacher is necessary to evaluate pupil achievement in terms of the standards written on the checklist.

The following standards could be written on a checklist, for example, and the teacher could check the area or areas pupils are weak in:

Name of Pupil. . . . . Date. . . . . .

1. The pupil presents ideas clearly when giving an oral report.
2. More information needs to be obtained to substantiate ideas presented in the oral report.
3. More guidance is needed in organizing ideas for the report.
4. Audio-visual aids should be used to capture listener interest in the report.
5. The pupil has distracting mannerisms when presenting the oral report.

The above criteria could be written so that little or no interpretation exists as to the meaning of these guidelines. It is important for the teacher to emphasize only those objectives which pupils can achieve.

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The teacher can make comparisons of checklist results from an earlier observation to later observations. Feelings of teachers, of course, change when using the checklist at different intervals to assess pupil achievement. Being aware of the fact that feelings change when evaluating pupils at different intervals will assist the teacher in realizing that the checklist has its weaknesses as an evaluation instrument. This device should be used along with others to evaluate learner progress.

Rating Scales

An evaluation device that is closely related to the checklist approach is the rating scale. The teacher should carefully select those behaviors pupils will be rated on. A five-point scale can be used in the evaluation such as giving a pupil a five, four, three, two, or one rating on ech behavior being evaluated. The categories of "Very good," "Good," "Average," "Below average," and "Poor" can also be utilized. Each child should be evaluated in terms of what he can reasonably achieve. A learner should not be compared with others since unfair comparison may be made when one child is compared with another child. Pupils, of course, differ from each other in capacity and achievement. It is only normal that some children achieve at a more rapid rate as compared to other learners.

The following is given as an example in terms of listing behaviors and indicating ratings that can be given to pupils:

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	Very Good	Good	Average	Below Average	Poor
The child gets along well with others on a committee.					
The child does his share of the work.					
The child uses reference sources well.					
Information is evaluated carefully.					

The above categories pertain to having children work on committees. Behaviors are listed which would relate to many facets of pupil achievement such as in giving oral reports, participating in teacher-pupil planning, and doing a research project.

The teacher needs to be aware that his perception of a child's behavior will not always be the same when using the rating scale. Feelings of a given teacher change from time to time as the rating scale is used as an evaluation device to assess learner achievement.

Sociometric Device

The sociometric device may be used in evaluating pupil achievement in the area of social development. This procedure in evaluating pupil achievement does not, of course, assess learners in intellectual and physical development. The teacher should use the sociometric device at justifiable intervals during a given school year. The reason for utilizing this procedure at various intervals during a given school year is that pupils' attitudes toward each other change. For example, two pupils may be very close friends until a disagreement occurs which can result in changes of preferences as far as friendships are concerned. Friendships can also be quite lasting in duration.

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The teacher can ask the following questions of pupils:

1. If you had a chance to select three pupils to work on a committee with you in preparing a report pertaining to the unit now being studied in social studies, who would be your first choice, second choice, and third choice?

2. If you could pick three children in learning to play a new game, who would be your first choice, second choice, and third choice?

Pupils would write their responses to the above questions on paper. They would need to have complete assurance that the completed information would be held confidential by the teacher. The teacher can use the acquired information in developing committees for pupils to be involved in. The teacher must realize that pupils' feelings toward others change. Careful attention should be given to identify those pupils who have no friends, or are on the fringe area of having friends. These pupils must be given assistance in becoming accepted better by other children in a class. Perhaps, the child who is an isolate or on the fringe area of being an isolate can best function on a committee where other members are highly accepting.

Conferences to Evaluate Pupil Achievement

It is of utmost importance for teachers to get to know their pupils well. This information must be used to improve the teaching-learning situation. The teacher should take time to have conferences with each pupil in the class. It is important to set aside, perhaps, five minutes of time during each school day to have a conference with a child. No doubt, in most cases then, each pupil in a class could have a conference with the teacher before a month and a half of school has elapsed.

The teacher should prepare well for the conference in terms of possible questions to discuss with the child. This does not mean that

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the teacher will dominate the conference. Rather, the teacher should be a good lestener to each pupil's questions, comments, and responses. The teacher, however, must be well prepared in terms of providing leadership and direction when conducting conferences with pupils.

The teacher should record observations made during the conference. This should be done after the conference has been completed. Comparisons can be made for each pupil then of observations made of earlier conferences with those conducted later.

An atmosphere of freedom to express ideas on the part of each pupil should be inherent when conferences are conducted. The teacher will not get valuable data from a child to be used in teaching if a rigid, formal atmosphere exists during the time a conference is conducted. If the pupil feels he must exhibit behavior which the teacher desires from him during the conference, the time spent in using conferences as an evaluation technique is largely wasted.

Thus, the teacher must strive to have good rapport with each child so that conferences held with pupils can be successful. Good teachers are interested in each child's welfare and achievement. A teacher definitely should not threaten a child for exhibiting negative behavior during the time a conference is held. If this is done, a child will not reveal his thoughts, feelings, and beliefs to the teacher.

Parent-teacher conferences can also be an excellent way to evaluate pupil achievement. Parents generally hold their children in high esteem and want the best for them. They definitely should be involved in planning for the welfare of their children. Pupils learn much from their parents during the pre-school and public school years. Learners spend much time with their parents and the resultant effects

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are important. There are certain guidelines that teachers should follow in conducting parent-teacher conferences.

1. The teacher should listen very carefully to comments made by parents when conferences are conducted. Parents have goals which they want their children to achieve. These goals could be realistic or unrealistic. Parents also reveal feelings that they have toward their children.

2. It is good to have samples of pupil's work to show to parents. Parents can then ask questions over their child's achievement when viewing these products as well as over general achievement in th elementary school on the part of the learner. The classroom teacher then needs to be well prepared prior to conducting a parent-teacher conference.

3. The teacher definitely should not criticize remarks made by parents during a conference. If remarks by parents are criticized, hostile feelings may result during the time the conference is conducted. Or, parents may not reveal their feelng during a conference.

4. It is very important that parents and the teacher make decisions cooperatively which will help each child to achieve to her highest potential.

5. Decisions made cooperatively pertaining to the welfare of a child should not be used as a club or lever. For example, the teacher and/or parents can place pressures on pupils which definitely have detrimental affects.

Diary Entries

Individual pupils or a committee of learners can record on a daily basis major generalizations tht were developed from various units of study. If pupils, for example, are studying a unit on astronomy, records can be kept on a daily basis in terms of main conclusions that have been achieved. The teacher can evaluate if pupils are gaining important, relevant understanding. All pupils in a class should have ample opportunities to be actively involved in writing the diary entries on a daily basis. Illustrations can also be drawn which would relate directly to these written entries. Pictures could also be collected by learners which would help pupils to understand the contents of the diary entries in a more meaningful way.

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Anecdotal Records

Teachers need to gather much information pertaining to each child's growth and development. The quality of teaching should improve if knowledge about the growth and development of each child is used in teaching. Observations that are made by the teacher should be recorded periodically; otherwise these observations can be forgotten or become hazy in the mind of the teacher.

Before writing anecdotal records, the teacher should make careful observations of pupil behavior. The teacher then should record exactly what was observed. A representative random sample of each pupil's behavior should be recorded at intervals. Thus, the teacher can ultimately observe a pattern of behavior on the part of each pupil after having studied and analyzed these anecdotal records.

A word of caution needs to be given pertaining to the writing and using of anecdotal records. The teacher should record exactly what was observed and not use loaded words. Words such as "troublemaker," "delinquent," "lazy," "indifferent" and "dumb bell" do not describe pupil behavior accurately. Infrequent records of observation do not give an overview of a child's behavior. Pupils behave differently under the guidance of different teachers. For example, teacher A may have considerable difficulty in working with a specific child. Next year, teacher B finds this same pupil to be a delightful person.

Teacher-made Tests

It is important for teachers to evaluate pupil achievement in terms of objectives. These objectives can be developed cooperatively

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between the teacher and pupils. The teacher may write test items on the developmental level of pupils to determine if the objectives have been achieved.

Teacher-made tests should assist in determining what learners have and have not learned. That which was not learned provides the teacher with ample opportunities to provide additional learning activities for pupils which will assist in getting needed understandings, attitudes, and skills not obtained originally. Thus, the teacher is diagnosing pupils' strengths and weaknesses when using teacher-made tests.

Writing Essay Items

The teacher can write essay items in evaluating learner achievement in the elementary school. Essay items should only be utilized in evaluating learner achievement if it assists in determining if pupils have achieved objectives. The items written should be on the understanding level of pupils; learners must have an adequately developed writing vocabulary in order to respond in a proficient manner to essay items.

The teacher must write essay items which cover content taught during a unit or part of a unit. Thus, it is of utmost importance that essay items are valid. Criticism has been made of the subjectivity factor involved in grading responses pupils make to questions on an essay test. Subjectivity can be greatly minimized if the items are delimited so that more precision is required when learners make responses. The following essay item pertaining to a unit on Great Britain would be too vague and needs to be delimited: Discuss life in Great Britain. Pupils would not know what facet of life in Great Britain to discuss in writing. Instead, the teacher could be more

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specific in terms of desired learners' responses by writing the following essay item: List in writing four leading farm crops grown in Great Britain and tell how each is produced. Essay tests should be long enough so that pupils can exhibit a random sample of what has been achieved during a specific interval of instruction. They should not be excessively lengthy whereby pupils become tired and lose interest in the ongoing learning activity involving evaluation. Subjectivity in grading essay itmes can be greatly minimized by writing out answers to quetions by the teacher at the time the test items are written. Credit must be given, of course, to pupils' responses if they are correct and yet do not conform to the teacher's key for grading the essay items. The teacher should evaluate all learners' responses to essay item one before evaluating essay item number two and so on.

One major advantage in giving essay tests is that the teacher can notice not only the understandings that pupils have gained but also the students' ability to organize information with proper sequence. The teacher can also evaluate pupil achievement in the mechanics of writing such as spelling, handwriting, usage, and punctuation. The mechanics of writing, however, should be evaluated separately from understandings that pupils have gained.

Writing True-False Items

The teacher can write true-false items to evaluate pupil achievement. The true-false test should be long enough to measure what pupils have achieved. It, however, should not be too lengthy whereby fatigue sets in on the part of the child. True-false items should be clearly written so that they are on the understanding level of the child who is taking the test. Vague items should be omitted from a

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true-false test. Items that lack clarity on a true-false test do not measure learner achievement. Guessing generally results if test items are not written clearly.

When writing true-false items, the teacher should not use statements that come directly from a textbook. Thus, rote learning would not be emphasized when assessing learner achievement.

Specific determiners should not be sued when writing true-false items. Thus, words such as "all," "never," "none," and other similar words would indicate the statement is false. Words which are confusing to learners should also not be utilized when writing true-false items. The teacher should want to determine what pupils have or have not learned rather than confusing learners.

Generally, there should be an equal number of test items which are true as compared to those which are false. This is important in terms of results not being biased if a pupil would answer "true" to all items and the teacher having written most true-false statements which actually are true. Answers to true-false items should not follow a pattern such as every other item being "false" or every other item being "true."

When writing true-false items, the teacher must be aware of factual statements versus opinions. In other words, if statements on a true-false test deal with opinions held by the teacher or other persons, the items should mention whose opinions are being considered. Pupils may become confused when responding to true-false items if they are to respond to opinions as if these are statements which can be verified by using reliable reference sources.

Multiple Choice Items

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The teacher may wish to write multiple-choice items in noticing if learners are achieving objectives. Generally, three or four alternatives are written as possible responses from which to select. Sometimes, responses to a multiple choice item are ridiculous to the point where the learner senses that only one response can be right; this can be determined without having learned anything about the unit being considered in the evaluation. Each alternative should be plausible. Thus, each response must be considered by the learner in determining which would be correct. If two responses are reasonable only, the test item becomes more like a true-false item rather than a multiple choice item.

Clues should not be given in the stem of the multiple choice item as to which is the correct response. The following multiple-choice item would indicate to the pupil which would be the correct response without the learner needing any knowledge basically in selecting the correct answer:

Hawaii is an
(a) bay.
(b) peninsula.
(c) cape.
(d) island.

The only correct response would be the following: Hawaii is an island.

Responses in a multiple choice item should be somewhat equivalent in length so that no clues are given as to the correct answer. Consider the following multiple choice item:

The Middle East
(a) consists largely of countries made up of Israel and the Arab World.
(b) is an island.
(c) is a part of the United States.

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(d) is unimportant in world happenings.

In the above test item, response "a" is considerably longer than the other responses. This may give a clue to the student as to which is the correct response.

Too frequently, multiple choice items have evaluated learner achievement in factual knowledge or recall of information. The student should also be evaluated in the areas of problem solving, creative thinking, and critical thinking when responding to multiple choice items.

Matching Items

Matching items can be used to evaluate pupil achievement in terms of stated objectives. One column should have more items than the second column in a matching test as is true of the following example:

Presidents of the United States

A. Gerald Ford	. . . . famous General of World War II
B. Lyndon Johnson	
C. John F. Kennedy	. . . . President during World War II
D. Dwight Eisenhower	
E. Franklin D. Roosevelt	. . . . former senator from Massachusetts
	. . . . most recent President of the United States

The student cannot guess the remaining matchings through the process of elimination when more items exist in one column as compared to the second column. For example, if a pupil has matched correctly all items except one, he can determine the final matching merely through the process of elimination if columns one and two have the same number of items. In the above listed matching test on "Presidents of the United States," pupils can write in the correct letter from the response alternatives of the first column to the blank space in front

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of the items of the second column.

In writing matching items, the teacher needs to think of homogeneity in terms off content. For example, the following matching test items would pertain to homogeneous content:

Colonies in the New World

A. Massachusetts Bay	. . . . begun by the Pilgrims
B. Plymouth Rock	. . . . headed by John Smith
C. Jamestown	. . . . started by Puritans
D. Georgia	. . . . led by Thomas Hooker
E. Connecticut	

The matching items above come under the category of "Colonies in the New World." Thus, the items are homogeneous in terms of content. If an item had been put in dealing with a recent president of the United States, a generalization could be realized pertaining to unrelated content being a part of the matching test.

Teachers need to be aware of having an excessively large number of items in a matching test. This makes it difficult for learners to wade through two columns of information when attempting to match items in one column with items in the second column. The number of items put in a matching test would depend upon a child's present level of achievement. The test items should also be on the reading level of learners. The teacher in a matching test is attempting to determine what pupils have learned rather than evaluating the reading levels of individual pupils.

Pupils experience much difficulty in taking a matching test if both columns contain lengthy phrases or sentences. One of the two columns as a minimum must contain short phrases or words.

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It is important that the teacher refrain from writing matching test items where the correct answer is obvious. In the following example, one item is quite obvious in terms of correctness of response:

A. President of the United States during World War I	 1917
	. . . . Woodrow Wilson
B. Year of entry of the United States into World War I	. . . . Great Britain
	. . . . John J. Pershing
C. Famous American General during World War I	
D. Was an ally of the United States during World War I	

In the above example, it is quite obvious that "Year of entry of the United States into World War I" matches with "1917." There is no other rational matching that would be correct.

Completion Items

Pupil achievement in terms of objectives can be evaluated with the use of completion items. Selected standards must be adhered to when writing completion test items.

The teacher should write items which are meaningful to learners. Completion items have been written which contain too many blank spaces; thus, pupils do not understand what is wanted in terms of responses. Consider the following example.

. . . . . and . . . . . is the . . . . . of . . . . .

There, of course, are too many blank spaces for the learner to attach meaning in what is wanted in terms of responses. The teacher must want to evaluate learner progress rather than the pupil's ability to guess at vague test items.

The teacher should develop a key as to the correct reponse(s) for each item as the completion test is being developed. As the responses of each pupil are being checked, the key can be utilized. The

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evaluator also must be aware of additional correct answers that pupils may write other than those listed in the key.

Answers to completion items can be written on the right hand side of the page, where appropriate blank spaces are provided. This saves time in scoring completion items.

Answers to completion items can be written on the right hand side of the page, where appropriate blank spaces are provided. This saves time in scoring completion items.

Completion items should assess pupils on important concepts and generalizaitons which have been achieved. The mechanics of writing, such as spelling, should be evaluated separately from the informaton which is supplied by the pupil in completion items. Generally, textbook wording should not be utilized by the teacher when writing completion items. Pupils should reveal understandings developed rather than recall of factual information.

Using Standardized Tests

The teacher can also evaluate pupil achievement through the use of standardized tests. Standardized tests general are administered once or twice during a given school year. They can give teachers valuable information in terms of how a given child in class compares with the norms of the standardized test. Standardized tests should adhere to the criteria of being valid and reliable. For a test to be valid, it should cover what has been taught. It would be ridiculous, for example, to have items in a unit test in social studies which would cover technical terms in music. This would especially be true if these terms had not been taught in the unit of study. The teacher needs to

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be certain that what is being evaluated in terms of pupil achievement has been taught in the unit. It is difficult, however, for the teacher to know precisely what should be taught in different units of study so that the contents of a standardized test are valid. Thus, validity is lacking in degrees when pupils are engaged in the taking of a standardized test. How valid any standardized achievement test is will depend upon the consistency of its objectives with those of the participating elementary school. Too frequently, teachers may have taught isolated facts when pupils are engaged in ongoing learning activities, whereas the standardized test being utilized evaluates learners in terms of problem-solving skills and abilities. The opposite situation could prevail also where the teacher emphasized the importance of problem solving, and yet the standardized achievement test assesses pupils in terms of facts achieved.

Reliability is also important when selecting standardized achievement tests. When standardized tests are reliable, pupil results from having taken the test are consistent.

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For example, if numerous pupils have completed taking form A of a standardized test and then a few days later take form B under comparable circumstances, the results should be quite consistent in terms of grade equivalency or percentile rank. A standardized test, for example, would not be reliable if pupils in the above named group averaged 5.6 grade equivalency from form A and 3.1 grade equivalency from form B. The question then arises as to where are these pupils in achievement pertaining to different curriculum areas in the elementary school. However, if these same pupils averaged a 5.5 grade level equivalency on form A and a 5.6 or 5.7 grade equivalency for form B, one could say that the results were quite consistent providing that consistency of results were also inherent on the part of each child's test results. Teachers then should think of the concept of reliablity when developing teacher-made tests.

Self Evaluation by the Teacher

One of the best ways to evaluate pupil achievement is for the teacher to assess his or her own strengths and weaknesses. There are numerous questions the teacher can ask of the quality of his or her own teaching.

1. Did I try to get pupils interested in ongoing learning activities?
2. Did it appear that individual differences were provided for?
3. Did pupils see a purpose or purposes for learning, or were learners forced to learn that which lacked purpose?
4. Were a variety of activities used in teaching so that individual differences among learners were provided for?
5. Were pupils given adequate chances to develop major generalizations inductively?
6. Did it appear that learners were motivated in desiring to achieve stated objectives?

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7. Were diagnostic approaches utilized in determining pupil's strengths and weaknesses in ongoing units of study?

FORMATIVE AND SUMMATIVE EVALUATION

A quality teacher is a good evaluator. Each teacher or teaching team needs to evaluate if learners individually are achieving stated objectives. To ascertain if ends are being attained, a viable system of evaluation needs to be in evidence. There are diverse evaluation techniques to utilize in determining if learners are achieving objectives. Jarolimek discusses the following appraisal techniques:

1. group discussion
2. observation
3. checklists
4. conferences
5. anecdotal records
6. work samples
7. experience summaries
8. diaries and logs
9. sociometric devices
10. teacher-made tests
11. standardized tests [1]

Results from learners utilizing the above named appraisal techniques may well provide needed information on individual learners progress.

Thus, a variety of evalutation techniques might be used to assess pupil progress. Evaluation techniques may be utilized at any point in the instructional sequence in an ongoing unit of study. Formative evaluation is then in evidence. A purpose in using formative evaluation is to notice if pupils individually are achieving ends during the time a unit is taught. Further, the teacher may change

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[1] John Jarolimek. Social Studies in Elementary Education. Sixth edition. New York: The Macmillan Company, 1982, pages 348-363.

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objectives and learning activities due to feedback from formative evaluation results.

With summative evaluation, the teacher appraises at the end of the unit to notice pupil achievement within the framework ofthe total unit.

Unit Teaching and the Evaluation Process

W. James Popham, a behaviorist, from the University of California presents the following recommended model in developing a teaching unit:

1. precise instructional objectives.
2. pretest.
3. day-by-day activities.
4. criterion check.
5. posttest.
6. resources.
7. backup lesson. 2

In analyzing the above anmed teaching unit model, James Popham emphasizes for step one the writing of measureably stated, not general objectives. Clarity of intent as to what teachers are to teach and learners are to learn is highly significant. Vague objectives need to be eliminated. Step two emphasizes a pretest be developed by the teacher or team of teachers. The pretest should cover all the stated specific objectives. Paper-pencil test items (true-false, multiple choice, matching, essay, and completion items) may be utilized in the pretest. However the pretest should not consist solely of teacher-written test items. Discussion, among other informal procedures, might also be utilized to ascertain present learner achievement in terms of pretesting. Based on pretest results, each pupil might then achieve new attainable ends.

Step three in the Popham model emphasizes using vital learning

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2 W. James Popham, Teaching Units and Lesson. Los Angelos: Vimcet Associates. (Fimstrip and tape).

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activities to achieve new achievable ends. Each activity chosen must match up directly with a specific objective. It might be necessary to utilize more than one learning opportunity to guide a pupil to attain a measurable objective. In step four, a criterion check is utilized. The criterion check emphasizes measuring pupil progress continually to notice if specific objectives are/are not being achieved. Formative evaluation emphasizes appraising learner progress during the time a unit is in progress. A new teaching strategy may need implementatino for those pupils not achieving vital objectives.

Step five in the Popham teaching unit model emphasizes the post-test concept. Thus, at the end of a unit, the teacher wishes to ascertain what learners have accomplished from the entire unit. Summative evaluation is then in evidence. Step six (resources) advocates teachers recording which audio-visual aids, objects, and reading sources will be used within the unit being taught. The backup lesson (step seven) provides teachers with security in teaching pupils. If materials for any lesson in the unit do not materialize, other activities need to be available to take their place in the backup lesson.

Which philosophical/psychological premises might be inherent in the teaching unit model of James Popham?

1. **whatever pupils learn is measurable. That which has been learned by the pupil comes to the surface and is observable as well as measurable.**

2. **pretesting based on stated measurable ends provides a teacher with rather sound knowledge in terms of where each pupils is presently achieving in cognitive, affective, and psychomotor objectives.**

3. **each learning activity selected guides pupils to attain measurable ends. No other stimuli need be inherent in**

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any learning opportunity.

4. from the pretest to the posttest, it can be determined what a given set of pupils has learned under the guidance of the teacher. Influence in unit teaching of other teachers on pupil learning is then minimized or omitted.

5. the concept of accountability is in evidence. From formative and summative evaluation results of each learner, the teacher may objectively verify pupil progress to parents, administrators and supervisors.

Humanism in the Curriculum

Humanists advocate the following concepts and generalizations:

1. pupils being involved in selecting objectives, learning activities, and evaluation procedures.

2. learners developing feelings of an adequate self-concept. Teaachers, supervisors, and administrators need to meet needs of individual learners. A. H. Maslow, late humanist educator, has identified five classes of needs in ascending order of complexity. Pratt wrote the following pertaining to Maslow's hierarchy of needs:

> Once human needs are accepted as the foundation for curriculum, the critical question is What are the significant human needs?
>
> Anyone addressing this question does so in the shadow of the great American psychcologist Abraham Maslow, who a generation ago attempted to place the study of needs on a scientific footing. Maslow (1954) identified five classes of human needs: physiological needs, need for safety, social needs, need for esteem, and need for self-actualization. His classification has much merit, although it could be argued that it contains some redundancy. The need for safety or security, for example, is not a discrete need, so much as the confidence that other needs will continue to be met in the future. The need for esteem contains elements both of social needs (esteem of others) and of self-actualization (self-esteem). There are also significant additional needs that cannot easily be contained within Maslow's categories.
>
> Five fundamental types of human need, based largely on Maslow's taxonomy, may be suggested for the consideration of the curriculum designer. These are need for self-actualization, need for meaning, social needs, aesthetic needs, and survival needs. 3

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3 David Pratt, Curriculum Design and Development. New York: Harcourt Brace Jovanovich, Inc., 1980, page 54.

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The curriculum in school and in society must attempt to meet needs of students. Thus, the learner may more optimally achieve self-realization.

Humanists recommend that learners individually and collectively with teacher guidance select objectives, learning activities, and evaluation procedures. Four means in emphasizing a humanistic curriculum are emphasized below:

1. individualized reading. An ample number of library books on diverse topics and reading levels needs to be in the offing. Each pupil may then sequentially select library books to read. After completing reading a library book, pupils with teacher assistance may evaluate achievement of the former in terms of understandings, skills, and attitudes acquired.

2. contract system. Each learner with teacher help may develop a contract which contains sequential activities for the former to complete. The due date, as well as signature of the involved pupil and teacher need to accompany the contract.

3. pupil-teacher planning. Within any unit of study, pupils with teacher guidance may choose objectives, learning activities, and appraisal procedures.

4. learning centers. Each pupil may choose tasks to complete sequentially at diverse leaning centers. An adequate number of tasks needs to be available so that each pupil may progress optimally in sequential experiences pursued. Tasks lacking perceived purpose and interest may be omitted.

Pertaining to humanism, Morris and Pai wrote:

> The advocates of affective education allege that the traditional emphasis on the intellectual aspect of leaning has destroyed children's curiosity, creativity, and imagination. These harmful consequences are said to have resulted not only from our schools' preoccupation with the cognitive dimension of the child but also from the suppressive, coercive, and punitive school environment. And since many humanistic educators are convinced that children's innate curiosity and creativity will grow and blossom if given an emotionally enhancing atmosphere, they insist that children's affective aspects be nurtured by allowing them spontaneously to express their emotions. At least in principle, the goals of affective education are necessary catalysts to make education more humane in a society where in so many human beings are estranged from each other and the worth of a person is measured in terms of his or her efficiency and productivity.

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Because affective educators attempt to make the learning environment more supportive, spontaneous, and rewarding, what children learn can be made less abstract and remote from their own experiences and interests. In addition, the learner's active participation in the learning process beyond verbal and auditory involvement makes learning mre personally meaningful. 4

In Conclusion

Behaviorists believe that formative and summative evaluation of learner achievement can be precise and measureable. Feedback from evaluation results need to be utilized to improve the curriculum. Thus, improved specific objectives, learning activities, and appraisal procedures selected by teachers might be a relevant end result.

Humanists involve pupil input in choosing ends, means, and evaluation techniques to ascertain personal learner progress. Pupils with teacher guidance then are involved in determining the curriculum. Since pupils with teacher assistance make curricular decisions, open-ended general objectives are advocated. Self-realization is a major objective to be emphasized in a curriculum, emphasizing humanistic tenets.

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4 Van Cleve Morris and Young Pai, Philosophy and the American school. Second Edition. Boston: Houghton Mifflin Company, 1976, page 397.

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